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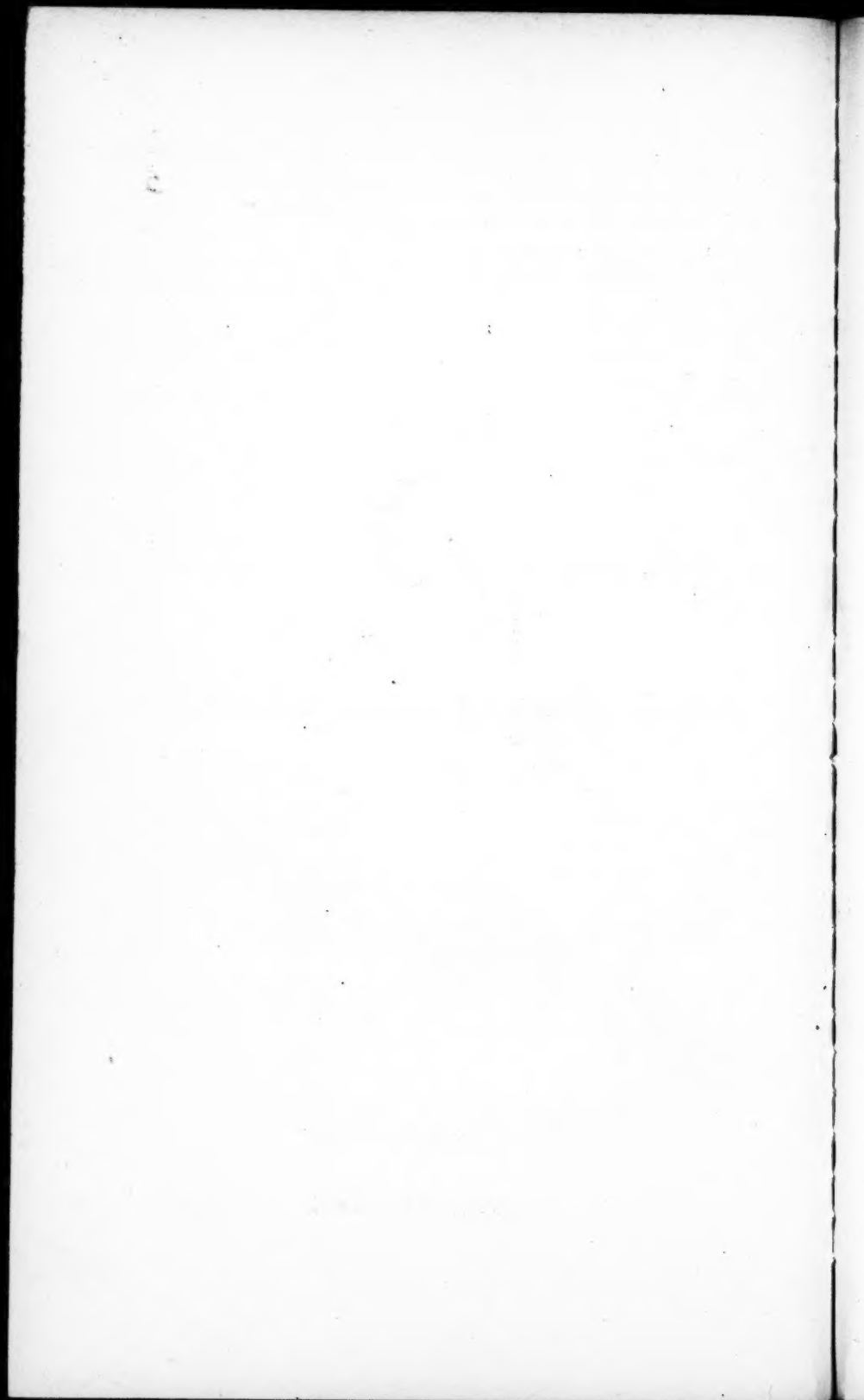
**PROGRAM
FOR
THE SIXTH ANNUAL MEETING
OF THE
Association of American Colleges**

Edited by

Robert L. Kelly
Executive Secretary of the Association

CHICAGO, ILLINOIS

January 8-10, 1920



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ASSOCIATION OF AMERICAN COLLEGES

Sixth Annual Meeting

PROGRAM

*THURSDAY, 7:00 P. M.—AUDITORIUM HOTEL

The College and World Leadership

President Harry P. Judson, The University of Chicago.

President Henry Churchill King, Oberlin College.

President Mary E. Woolley, Mount Holyoke College.

President H. L. Smith, Washington and Lee University.

FRIDAY, 9:15 A. M.

International Educational Relations

Robert L. Kelly, The Association of American Colleges.

Charles D. Hurrey, The Committee on Friendly Relations.

Frank Aydelotte, The Rhodes Scholarship Trust.

George H. Nettleton, The American University Union in Europe.

Stephen P. Duggan, The Institute of International Education.

Samuel P. Capen, The American Council on Education.

J. J. Champenois, The French Department of Education.

The English Department of Education.

The Italian Department of Education.

*Note:—This session is a dinner for which a charge of \$2.50 per plate will be made.

FRIDAY, 2:15 P. M.

The Religious Impulse in Education

President Lynn Harold Hough, Northwestern University.

President A. H. Rheinhardt, Mills College.

President R. H. Crossfield, Transylvania College.

FRIDAY, 7:45 P. M.

The College and the Economic Situation

President A. B. Storms, Baldwin-Wallace College.

President J. L. McConaughy, Knox College.

General Leonard Wood.

SATURDAY, 9:15 A. M.

The Post-War Curriculum

President Rush Rhees, Rochester University.

Dean Mary A. Molloy, College of St. Teresa.

President W. W. Guth, Goucher College.

Note: As indicated on the program, all the sessions will be held at the Auditorium Hotel.

Note: Reservations for covers for the opening dinner on the evening of January 8 should be sent in at once to the Manager of the Auditorium Hotel, Chicago, Ill.

CURRICULUM OF THE FRENCH LYCEE

By RENE GALLAND and J. J. CHAMPENOIS

Note: This statement was prepared at the request of the Executive Secretary. In the estimates of equivalents contained in it, the French point of view, of course, is represented.

R. L. Kelly.

Let us take a French boy who enters the Lycee at 10 or 11; he has been through the 3 R's either at home or in a primary school during the four preceding years. Now begins another course of studies that will last 7 years and may be conveniently divided into 2 cycles; the first of 4 years, the second of 3 years.

First Cycle (4 years: 11-15)

Our boy may choose between two sections: one with compulsory Latin, the other which leaves Latin out altogether and emphasizes the study of French, sciences, etc.

But let us suppose that Henri, or rather Henri's parents have elected Latin. He enters the class of 6th A (Sixieme A) and studies:

French and Latin.....	10 hrs.
Modern Languages (English, German, Italian, Spanish—only one of these)	5 “
History, Geography	3 “
Arithmetic	2 “
Biology	1 “
Drawing	2 “

23 hrs.

During the following year (5th A) he goes on with the same subjects.

In the 4th Form the teaching is more literary: Greek, as an optional subject offers itself in addition; as Henri is clever and studious (we suppose him so), he joins the Greek class, so that the schedule becomes:

French, Latin, Greek, Ethics.....	13 hrs.
Modern Languages (only one).....	3 "
History and Geography.....	3 "
Mathematics	2 "
Biology	1 "
Drawing	1 "

23 hrs.

(One may see that drawing is reduced by one hour and Modern Languages by two.)

The following year the schedule is the same with one more hour of Greek, the total being 24 hrs. At the same time the difficulties of the tasks will increase and often Henri will spend part of his Sunday preparing a paper or a written examination for the ensuing week.

Second Cycle (3 years: 15-18)

In the second cycle four groups of studies are offered to the boy's option:

- 1°. Latin and Greek (1 Modern Language).
- 2°. Latin and Modern Languages (2 Modern Languages).
- 3°. Latin and Sciences (1 Modern Language).
- 4°. Sciences and Modern Languages (2 Modern Languages).

The last group is meant for the boys who have not chosen Latin in the first cycle, but is also open to the boys who wish to discontinue Latin.

Henri now begins to have an enlarged outlook—he knows how to express himself; his critical sense has been developed and he has marked preferences in the field of literature. He is expected to translate Latin into French, French into Latin, and to speak and read English or German. Now he begins to specialize, he will major in Greek for his Baccalaureat, the number of hours per week devoted to Greek and Latin remains the same (13), while

more time is given to the study of History and less to that of Modern Languages.

On the contrary, if Henri had chosen Section B (Latin, Modern Languages) 8 hours only would go to French and Latin and 7 to Modern Languages.

In the following year (*classe de Premiere*)—formerly called *Rhetorique*—14 hours are given to French, Latin and Greek; History and Geography: 5 hours. Henri, who has a keen mind, takes two more hours in Mathematics (Algebra, Trigonometry, Geometry), the total per week being 25 hours.

His friends in Section C (Latin-Sciences) have 26 hours, and in Section D (Sciences-Modern Languages), 28 hours a week.

The Baccalauréat

The Baccalauréat is both a State and a University examination taken in two installments at one year's interval. Each installment has two parts; a written and an oral one. The Baccalauréat is the first, as well as in a way, the most essential examination in a young man's career in France. The Board of Examiners consists of University professors and Lycee professors.

Henri has gone through the written part of the examination; he has written a good French essay of 5 or 6 pages on Victor Hugo for example, and has rendered into French a page, say of Lucretius and of Demosthenes. A week or so later, he undergoes the oral examination; he has to translate at first sight a passage of Homer or Plato, of Livy, Tacitus or Virgil, to comment on a French text chosen at random between the XVIth and the XXth Centuries, to answer interrogations on ancient and modern History, Geography, Mathematics.

He has passed, but what he has is only the first part of the Baccalauréat, which, for practical purposes, in his academic career, amounts to nothing. He must complete his studies, go back to the Lycee for the final year—Philosophy.

Third Year

This is his schedule:

Philosophy (Psychology, Ethics, Logic, Metaphysics, History of Philosophy).....	8 or 9	hours
Greek—Latin (optional)	4	"
Modern Languages (optional).....	2	"
History	4 or 3	"
Astronomy (during 1 semester).....	1	"
Mathematics (optional)	2	"
Physics, Chemistry	5	"
Biology	2	"
Drawing (optional)	2	"

9½ + (4
or 5 hrs. optional)

Had Henri been scientific instead of being literary, he would have gone for the third year into the class of Mathematics where the schedule is the same, with proportions reversed:

8 hours are given to Mathematics.

3 hours are given to Philosophy.

In July, his final examination for the Baccalauréat begins: the written part includes an essay on a philosophical subject, and a scientific paper on questions of physics and natural history. The oral examination bears on psychology, logic, ethics, metaphysics, modern history, geography, physical sciences, cosmography, chemistry, geology, hygiene.

The characteristic feature of the Baccalauréats, as well as of any other university examination in name, is that the quality of the candidate's knowledge is submitted to a severe test. In the case of the Baccalauréat, whether 1st or 2nd year, the procedure is as follows:

One hundred candidates will have a shot at the written examination in July, 1920. 50% to 60% of them will be pronounced "admissible" to the oral test; the others will

be given another chance in the fall of the same year, and, in case of failure, in July, 1921. The oral test will add many more victims, as the percentage of successful candidates may be as small as 20% and will seldom exceed 40%.

Henri is now 18 and a number of possibilities are opened to him: he may enter: the Law School (*Faculté de Droit*) and become a *Licencié en Droit* in a minimum of three years, a *Docteur en Droit* after five years; the Medical School, and after 6 or 7 years be an M. D. As a matter of fact, he chooses to go on with his literary studies and decides to become a teacher. Two courses are now open to him: he may go at once to a "*Faculté des Lettres*" and prepare a "*Licence*" which he may get in two years, or he may stay at the *Lycee* for two more years and subject himself to the intensive training for the *Ecole Normale Supérieure*. His mind will have to be concentrated on the severe entrance examination which is, of course, a competitive one, for two years. He is admitted; for three years he will remain at the *Ecole Normale Supérieure* along with twenty-five or thirty fellows, and attend the lectures at the Sorbonne with a view to the *Licence-es-Lettres*. The next step for Sorbonne students and Normal School students consists in submitting a small thesis of about 100 pages for the "*Diplome d'Etudes Supérieures*." The last and most severe competitive examination, i. e., the *Agrégation* (State Fellowship) has yet to come. If he succeeds (it is not often the case for the first time) Henri will be entitled to a chair in a *Lycée*. If he fails, the only thing he has to do is to try again, and the motto of *Agrégation* candidates is that many are called and few chosen.

Henri has succeeded and is appointed to a *Lycée* in a provincial town. After one or two years' teaching, he feels that it would be well to prepare and write his D. Litt. thesis. There indeed lies the final sanction awarded to the highest kind of scholarship and Henri may be thirty-five or forty before he obtains it.

Being a *Docteur és-Lettres*, he may be appointed by the Government either to a *Lycée* in Paris or to a Univers-

ity lectureship. Some day he may hope to be made a full professor.

From the foregoing, you will see that:

1. The last three years of the Lycée roughly correspond to the first three years in an American College. We do not mean to say that the French boy has the same development at eighteen as the American boy at twenty; there are things which the years only can give. Too little attention has been given to his body and to the formation of character, possibly too much to the intellectual side of his training. The French boy reaches intellectual maturity at an earlier age than his American friend, but the French authorities are the first to admit that a hot house atmosphere may not prove particularly healthy and that physical training is becoming a more pressing need every day.

2. Government examinations play a very important part in the French Academic life. The system of examinations is uniform throughout France.